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ABSTRACT

A teacher education learning module that focuses on evaluation of instruction for the purpose of determining if set educational goals are reached is described. Emphasis is on improving teachers' skills in utilizing evaluation techniques, including statistical concepts and testing procedures, and in selecting instructional programs and procedures. Information is provided on purposes, content, activities, resources, ordering information, and history of development. A critique is also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: TEACHING 3: EVALUATION OF INSTRUCTION

Publication Date(s): Copyright 1976

Intended Users: Preservice and inservice teachers who are interested in improving their abilities in systematically evaluating instruction

Grade Level(s): K - 12

Number: Individual or group

Primary Focus: The intent of this series is to provide teachers with knowledge of the principles underlying modern teaching technologies, i.e., "what psychology has to offer education now." This particular module focuses on evaluation of instruction for the purpose of determining if set educational goals are reached.

School subject(s) and/or inservice topic(s) covered: The inservice topics addressed in this module are the knowledge and skill necessary for teachers to effectively select instructional programs and procedures and to evaluate their outcomes. Emphasis is on improving teachers' skills in utilizing evaluation techniques, including statistical concepts and testing procedures.

What participant does in using the materials: The developer suggests three different structures for course organization. These range from a largely self-instructional model to one rich in group exchange. Whichever procedure is chosen, participant will basically: read the text, unit by unit; complete exercises and check them; receive correct responses from the Instructor's Manual via the instructor, another participant or the manual itself. Scheduled tests are taken and participants meet for group discussions.

Resources: An instructor, who will select the course organization which best suits his/her learning situation, is needed. An Instructor's Manual is provided. The course material is contained in the 343-page text, which includes self-tests, exercises and discussion questions. Time and space for group meetings must be arranged.

Describer critique: Volumes I,II, and III are basically a psychology of teaching, covering knowledge and skills important to the teacher arising from the scientific study of behavior. The three volumes are all concise, well designed and ideally suited for inservice training.

ASG 17

Evaluation/Tests and Measurements
Evaluation of Student Achievement
Evaluation of Instruction
Norm-Referenced Tests Standardized Tests
Criterion-Referenced Tests

TD

SP013715

1.0 PURPOSES:

The developer's purposes are stated in the Instructor's Manual:

"This volume examines the problem of evaluation for and by the classroom teacher with the goal of improving the teacher's skills in selection of programs and procedures, in placing and monitoring students, and in evaluating whether the instructional goals are in fact met.

Basic statistical concepts helpful in evaluation are introduced and taught as needed through programmed practice. Diagnostic, criterion-referenced and norm-referenced testing are examined. The traditional concepts of aptitude and ability are re-examined. A logic for program evaluation is provided.

2.0 CONTENT — Scope and Sequencing of Topics:

The product is comprised of a 343-page text which contains 16 units, and a 70-page Instructor's Manual. The contents of text are listed below.

Preface
To the Instructor: Course Organization
To the Student: How to Use the Text
Acknowledgements

Unit 1: Kinds of Tests - Norm-Referenced and Criteria-Referenced Tests (pp. 1-17)
Unit 2: Understanding Test Scores (pp. 18-39)
Unit 3: Constructing Instructional-Program-Based Tests (pp. 40-56)
Unit 4: Evaluating Instructional-Program-Based Tests (pp. 57-78)
Unit 5: Approaches to Monitoring Student Progress (pp. 109)
Unit 6: Monitoring System for the University of Oregon Follow Through Model (pp. 110-122)
Unit 7: Outcome Evaluation with Criterion-Referenced Tests (pp. 123-139)
Unit 8: Review 1 (pp. 140-151)
Unit 9: Norm-Referenced Achievement Tests (pp. 152-172)
Unit 10: Interpreting Norm-Referenced Test Scores (pp. 173-200)
Unit 11: Interpreting Correlations (pp. 201--21)
Unit 12: Test Theory as It Applies to Achievement Tests (pp. 222-241)
Unit 13: Research Design and Evaluation (pp. 242-271)
Unit 14: Outcome Evaluation Revisited (pp. 272-293)
Unit 15: Who Can Be Taught? (pp. 294-308)
Unit 16: Review 2 (pp. 209-322)
Appendix A: Squares and Square Roots (pp. 323-329)
Appendix B: Percent of Cases Below and Above a Given Standard Score for a Normal Distribution (pp. 330-332)
Appendix C: Test Publishers (pp. 333)
References (pp. 334-337)
Glossary (pp. 338-340)
Author Index (p. 341)
Subject Index (pp. 342-343)

Sequencing

The 16 units are designed either for self-instruction, or for leader-paced activities. In either case, the developer's sequence should be followed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

Each of the 16 units provides a list of objectives, the lesson, a summary, self-test, practice exercises and discussion questions. The learner may go through the text by himself using self-paced progress and checking his results in the Instructor's Manual, or with leader-paced activities.

3.2 Help given in use of product:

A 70-page Instructor's Manual is provided with the product. The manual contains information about the text and about course organization, and it gives suggestions for implementation of the program. Answers to all discussion questions are included in the manual.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each unit has its own self-test to be completed prior to the next unit. Participants may also receive evaluation from each other, and from the course instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

One text is needed per participant. Accompanying Instructor's Manuals may be ordered in the quantity desired, depending on the individual course's organization. Time needed for implementation will also depend on the procedures used. Space and time for group meeting must be obtained. All instructional materials are contained in the product.

5.2 Distributor name/address:

Science Research Associates
259 E. Erie Street
Chicago, Illinois 60611

(312) 984-2000

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING 3: EVALUATION OF INSTRUCTION	TOTAL: $7.96			
Manual Text	$6.36	No	1/participant	Yes
Instructor's Manual*	$1.60	No	*	Yes

* Number of Instructor's Manuals may range from one (for the course instructor) to one for each participant. Number will depend on course organization and is left to the discretion of the instructor.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developers are:

Wesley Becker, Professor of Special Education, University of Oregon;

Siegfried Engelmann, Associate Professor of Special Education, University of Oregon; and

Don R. Thomas, Director, Minnesota Learning Center, Brainerd State Hospital.

6.2 How developed and when:

This teaching program was developed in 1975 as a self-contained modular approach for pre or inservice teachers, with an emphasis on behavioral modification techniques.

6.3 Evidence of effectiveness with users:

These materials have been field tested by the developers over several years. The current work represents insights gained through those field tests. However, the project staff provided no results of the field testing they conducted between 1971 and 1974, before publishing this revised edition.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The technical quality of this module is quite good; it presents clear discussions on various methods of evaluating instruction. The modular format is extremely adaptable for ongoing inservice education. The summary statements, self-tests and reviews are well done and should prove valuable for teachers interested in improving their skills in evaluating instruction.

Content accuracy/social fairness/community acceptance issues:

The content is very accurate and no racial or sexual bias is discernible. The subject and/or substance of this material should not encounter any community acceptance problems.

Overall summary/comment:

This volume gives an excellent overview of current methods of testing and evaluating instruction. Use of this module should effect increased understanding of evaluation means and methods, and increased skills in utilizing evaluation techniques on the part of the classroom teacher.